

## Wilder Elementary

975 South Main Street  
Sumter, South Carolina 29150

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	598 Students	
<b>Principal</b>	Maria Newton-Ta'Bon	803-773-5723
<b>Superintendent</b>	Zona W. Jefferson, Ph.D.	803-469-8536
<b>Board Chair</b>	Ms. Jo R. White	803-773-7663

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	34	51	3	0

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	Yes
<b>2006</b>	Average	Unsatisfactory	Yes

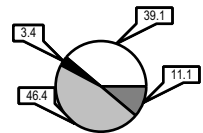
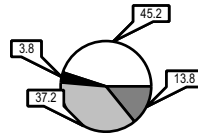
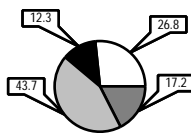
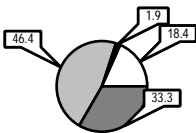
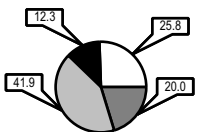
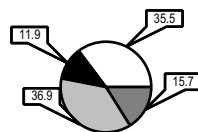
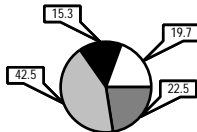
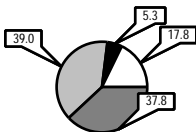
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	281	100.0	18.9	46.6	33.0	1.5	45.1	Yes	Yes
<b>Gender</b>									
Male	144	100.0	22.6	48.9	27.1	1.5	38.3	N/A	N/A
Female	137	100.0	15.3	44.3	38.9	1.5	51.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	71	100.0	13.8	36.9	44.6	4.6	56.9	Yes	Yes
African American	203	100.0	19.8	51.6	28.1	0.5	40.6	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	241	100.0	12.9	49.1	36.6	1.3	49.1	N/A	N/A
Disabled	40	100.0	62.5	28.1	6.3	3.1	15.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	281	100.0	18.9	46.6	33.0	1.5	45.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	277	100.0	18.0	47.1	33.3	1.5	45.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	161	100.0	23.5	49.0	27.5	0.0	37.6	Yes	Yes
Full-pay meals	120	100.0	13.0	43.5	40.0	3.5	54.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	281	100.0	26.9	43.6	17.8	11.7	38.6	Yes	Yes
<b>Gender</b>									
Male	144	100.0	22.6	46.6	21.8	9.0	42.1	N/A	N/A
Female	137	100.0	31.3	40.5	13.7	14.5	35.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	71	100.0	7.7	41.5	29.2	21.5	64.6	Yes	Yes
African American	203	100.0	32.8	45.8	13.5	7.8	29.2	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	241	100.0	22.8	45.7	18.5	12.9	41.8	N/A	N/A
Disabled	40	100.0	56.3	28.1	12.5	3.1	15.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	281	100.0	26.9	43.6	17.8	11.7	38.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	277	100.0	26.1	44.1	18.0	11.9	39.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	161	100.0	33.6	44.3	15.4	6.7	30.2	Yes	Yes
Full-pay meals	120	100.0	18.3	42.6	20.9	18.3	49.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	281	100.0	45.1	37.1	13.3	4.5	17.8
<b>Gender</b>							
Male	144	100.0	42.9	36.8	15.8	4.5	20.3
Female	137	100.0	47.3	37.4	10.7	4.6	15.3
<b>Racial/Ethnic Group</b>							
White	71	100.0	24.6	44.6	20.0	10.8	30.8
African American	203	100.0	52.1	35.4	9.9	2.6	12.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	241	100.0	41.4	40.1	14.2	4.3	18.5
Disabled	40	100.0	71.9	15.6	6.3	6.3	12.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	281	100.0	45.1	37.1	13.3	4.5	17.8
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	277	100.0	44.8	37.2	13.4	4.6	18.0
<b>Socio-Economic Status</b>							
Subsidized meals	161	100.0	55.0	34.2	7.4	3.4	10.7
Full-pay meals	120	100.0	32.2	40.9	20.9	6.1	27.0

<b>Social Studies</b>							
All Students	281	100.0	39.0	46.6	11.0	3.4	14.4
<b>Gender</b>							
Male	144	100.0	32.3	51.1	11.3	5.3	16.5
Female	137	100.0	45.8	42.0	10.7	1.5	12.2
<b>Racial/Ethnic Group</b>							
White	71	100.0	29.2	49.2	18.5	3.1	21.5
African American	203	100.0	43.2	45.3	8.3	3.1	11.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	241	100.0	35.8	49.1	11.6	3.4	15.1
Disabled	40	100.0	62.5	28.1	6.3	3.1	9.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	281	100.0	39.0	46.6	11.0	3.4	14.4
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	277	100.0	39.1	46.4	11.1	3.4	14.6
<b>Socio-Economic Status</b>							
Subsidized meals	161	100.0	45.6	45.0	7.4	2.0	9.4
Full-pay meals	120	100.0	30.4	48.7	15.7	5.2	20.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	92	100.0	5.0	31.3	58.8	5.0	63.8
	4	105	100.0	20.2	50.0	29.8	0.0	29.8
	5	102	100.0	27.7	52.1	19.1	1.1	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	79	100.0	14.3	38.6	41.4	5.7	47.1
	4	102	100.0	14.4	48.5	37.1	0.0	37.1
	5	100	100.0	26.8	50.5	22.7	0.0	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	92	100.0	22.5	56.3	20.0	1.3	21.3
	4	105	99.1	18.3	51.6	26.9	3.2	30.1
	5	102	100.0	21.3	50.0	21.3	7.4	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	79	100.0	25.7	47.1	20.0	7.1	27.1
	4	102	100.0	25.8	39.2	19.6	15.5	35.1
	5	100	100.0	28.9	45.4	14.4	11.3	25.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	92	100.0	42.5	42.5	11.3	3.8	15.0
	4	105	100.0	48.9	39.4	9.6	2.1	11.7
	5	101	100.0	57.0	26.9	12.9	3.2	16.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	79	100.0	42.9	38.6	14.3	4.3	18.6
	4	102	100.0	36.1	38.1	19.6	6.2	25.8
	5	100	100.0	55.7	35.1	6.2	3.1	9.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	92	100.0	16.3	62.5	20.0	1.3	21.3
	4	105	100.0	34.0	54.3	10.6	1.1	11.7
	5	100	100.0	43.5	47.8	5.4	3.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	79	100.0	20.0	58.6	18.6	2.9	21.4
	4	102	100.0	34.0	48.5	12.4	5.2	17.5
	5	100	100.0	57.7	36.1	4.1	2.1	6.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 598)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.0%	Down from 6.5%	2.7%	2.8%
Attendance rate	97.4%	Up from 97.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.7%	0.0%	0.0%
Eligible for gifted and talented	12.0%	Down from 13.2%	12.0%	10.4%
On academic plans	38.3%	N/AV	33.6%	33.6%
On academic probation	6.5%	N/AV	1.3%	1.0%
With disabilities other than speech	8.8%	Down from 9.8%	8.3%	7.5%
Older than usual for grade	3.6%	Down from 3.8%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	59.5%	Down from 64.9%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.1%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	11.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.0%	Up from 82.7%	88.3%	87.3%
Teacher attendance rate	96.0%	Up from 95.7%	94.8%	94.9%
Average teacher salary	\$41,323	Up 0.8%	\$43,011	\$42,485
Prof. development days/teacher	15.1 days	Down from 16.5 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 19.0 to 1	18.8 to 1	18.6 to 1
Prime instructional time	92.6%	Up from 92.0%	89.8%	89.7%
Dollars spent per pupil*	\$6,301	Down 4.4%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	62.8%	Down from 68.6%	64.1%	64.0%
Percent of expenditures for instruction*	71.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.2%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

In our efforts to improve student academic achievement, the instructional focus for the 2005-2006 school year was incorporating reading, writing and mathematic strategies across the curriculum. The teachers actively participated in district and school-sponsored staff development, professional book studies, conferences and the second of a three-year involvement of teachers in the South Carolina Reading Initiative (SCRI).

Monthly Parent Teacher Association meetings and Family Nights provided opportunities for parents to become actively involved in our school programs. Members of our community were included in such activities as Career Day, the One Hundredth Day Celebration (which featured the involvement of more than 100 men), classroom speakers, and American Education Week activities. Also, the Shaw Air Force Base personnel assisted us during PACT testing week and Field Day. We provided evening and day parent workshops, covering academics as well as parenting skills. Parents also assisted as they served as chaperones for field trips or simply provided snacks for their children's classes.

Wilder students continued to take advantage of the variety of clubs and extracurricular events that were offered. The school offered several extracurricular activities, which involved students from kindergarten through fifth grade. Our Juggling Club, Choir Chimes and Chorus performed for area businesses and civic organizations throughout the year.

Our district has seen the benefits of Measures of Academic Progress (MAP). The students of Wilder Elementary School set goals for the Spring MAP testing. Excitement fills the atmosphere as students receive results of their tests. Based on the MAP data Wilder teachers continue to incorporate small group instruction in reading and mathematics through literature circles, literacy groups, Reading Recovery, Read 180 instruction and technology.

Finally, on behalf of the faculty and staff of Wilder Elementary School, it is with great honor that we announce Louise Brockinton as the 2005-2006 Teacher of the Year. Mrs. Brockinton is our Curriculum Resource Teacher at Wilder and we are proud to have her represent our district and school.

Maria Newton-Ta'Bon, Principal  
Scott Bartz, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	89	50
Percent satisfied with learning environment	100.0%	78.7%	94.0%
Percent satisfied with social and physical environment	100.0%	79.8%	88.0%
Percent satisfied with school-home relations	90.2%	85.2%	81.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.